

Spring 2014: SPND 453 – 60
Technology for Cognitive and Language Development and Alternate Assessment

Instructor	Madalaine Pugliese, Assistive Technology Graduate Program Coordinator
Office	W304 on campus
Phone	617-521-2521 (office) or 781-639-1930 (home)
Email	pugliese@simmons.edu
Office hours	1 hour before and after class and/or by appointment
Class Wiki	http://spnd453cohort6.wikispaces.com
Class place & time TEC Collaborative	March 7, 8, and 9; then March 29 and 30 (No class Friday March 28) Fridays 5:00 – 10:00 PM; Saturdays and Sundays 8:30 AM - 4:30 PM

Course description:

Learn software selection strategies and examine an extensive collection gathered to create a supportive curriculum-based learning environment for learners with developmental delay. Create long range plans to address computer based needs for learners of developing skills. Use developmentally appropriate access devices and authoring tools to design learning along a continuum of language and cognitive development. Design alternative assessment methods to show what individual learners achieve. Students will design implementation strategies for alternate assessment and create activities for access to the modified curriculum standards.

Course Dates:

Class #1 – March 7

Class Overview - Assignments Review in Detail
 Introduction to Alternate Assessment Mandates and Tools

Class #2 – March 8

Backwards Design for Curriculum Development
Guest Speaker Debra Reichard Hand, DESE
Authentic Assessment Meets Portfolios!
 Alternate Assessment Mandates - Assessment tools
 Local and National Perspectives

Class #3 – March 9

Accessible Apps Curriculum Library Marathon
 Group activities and individual project research

Class #4 – March 28 – Preliminary Online Assignments Replace this class

Class #5 – March 29 – Guest Speaker Patti Weismer – Special Education, Wellesley Schools
Making Literacy Meaningful for Everyone in Inclusive Elementary Classrooms

Class #6 – March 30

Accessible Software Curriculum Library Marathon: groups and individual project research
 Draft Assistive Technology Evaluation Report and Finalize Apps Case Study
 Software assignments

Course Texts:

Ault, Melinda J. and Bausch, Margaret (Eds). Apps for All Students: A Teacher's Desktop Guide. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2012.

Pugliese, M. (2002) *Stages: Software Solutions for Special Needs*, Cambium Learning Technologies, Inc., Bedford, MA.

M. Pugliese, B. Heiman, J. Castellani, M. Ault, M. Bausch, M., & C. Warger (Eds.), Integrating Technology Into Instruction: What's Working in Inclusive Classrooms. Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2011.

Course handouts and other related materials – fee TBA

Recommended Books:

- See references in textbook
- *Family Information Guide to Assistive Technology and Transition Planning*, Family Center on Technology and Disability, Accompanied by AT Resources CD. Washington, DC.
- The Alliance for Technology Access (2006) *Computer and Web Resources for People With Disabilities*, Hunter House
- Closing the Gap Resource Directory
- Canfield, Helen and Locke, Peggy (1996) *A Book of Possibilities: Activities Using Simple Technology*, AbleNet, Inc.
- King-DeBaun, Pati and Musselwhite, Caroline (1997) *Emergent Literacy Success: Merging Technology and Whole Language for Students with Disabilities*, Creative Communicating
- Wilson, Mary (1996). *Sequential Software for Language Intervention and Development*. Laureate Learning Systems, Inc.

Course Objectives:

Upon completion of the course the students will:

1. learn an alternative curriculum and develop software selection strategies based on an originally created diagnostic/prescriptive continuum to produce a standards-based supportive learning environment.
2. learn alternative assessment strategies based on contemporary research, which result in providing content for building a custom learner portfolio.
3. learn to create long range plans to address technology-based needs for learners with cognitive and language delay.
4. increase awareness of quality software applications for curriculum-based activities for learners with language and cognitive delay.
5. understand software features that allow for access and use by a variety of learner populations.
6. identify elements of the standard education curriculum for which these applications are appropriate.
7. utilize activity based software tools to measure and record student performance with accessible software activities.
8. analyze, summarize, and report student performance data to aid instructional decision- making regarding technology.
9. define measurable objectives to monitor progress toward achieving stated goals regarding technology.

Course on Wikispaces, Email, MS Word, and other use of course technologies:

Many of your course tools are located on the course wiki. How to get access is in the next section of this syllabus. All course materials will be made available on this site, so you should visit the site regularly and to review the resources that are placed there.

There is frequently communication with the class through email, so you will need to double check that faculty has your current email address.

During the semester you will be using MS Word and Pages to submit your assignments. You are welcome to request assistance make sure that you know how to use MS Word or Pages for ordinary word processing and how to save your work properly.

Getting access to the wiki and other resources for this course:

Materials for this course are available on course wiki. You may see these materials there anytime you wish, using a standard Web browser.

Course wiki <<http://spnd453cohort6.wikispaces.com>>

Other wikis and online resources

Apps wiki <<http://apps4stages.wikispaces.com/>>

Clicker wiki <<http://stagesactivities.wikispaces.com/>>

Class Delicious Page <<http://delicious.com/spnd453>> (Eventually to be replaced)

Pinterest Resources <<http://www.pinterest.com/madspugliese>>

Academic Requirements:

1. Preliminary Assignment Discussions: (10 points) Due on or before March 7

There is an article to read and there are 3 online assignments prior to the start of class. These 3 assignments take the place of your second Friday night. Please make sure you study these 3 assignments, and **post to 2 discussions before Friday March 7.**

1) Alternate Assessment Mandated and Tools

This topic has a related discussion. Discussion in class on our first Friday night.

2) Backwards Instructional Design and Common Core Curriculum

This topic has a related discussion. Discussion in class on our second early Saturday morning.

3) Deb Hand's Preliminary Investigation

Assigned by our guest speaker for the first Saturday.

Do before we start or you will need to do it after class on our first late Friday night.

You will find the links to these pages down the left side of the class wiki page. Start with item #1 under the “Assignments and Rubrics” section of the wiki.

Total points possible for Preliminary Discussions = 10 points.

2. Mobile Applications Reviews: (7 points) Due on Sunday March 9 in class

Students will have access to mobile devices pre-loaded with appropriate apps for learning or therapeutic intervention. Each student is expected to identify 1 mobile device application per Stage (1 point each) that offers support for learners with cognitive or language challenge and keeps data that could be used for primary evidence requirements for alternate assessment. Use the template called “Mobile Apps Reviews .doc” provided on class wiki. Email your file saved as yourname.doc with subject line called “Mobile Apps Reviews”,

Total points possible for Mobile Device Applications Reviews = 7 points. See template file on wiki.

3. Mobile Device App Tutorial (20 points) Wednesday March 19 via email

Each student is expected to create a tutorial for how to use a mobile device app. On the wiki page that corresponds to this assignment you will find 4 files. Two are model tutorial PDF files and the other 2 are templates in Pages or Word for you to use in considering how to make your own tutorials.

1. Visit <http://apps4stages.wikispaces.com/Apps+Tutorials> to see existing tutorials.
2. Select an app from one of the class iPads that offers both accessibility and data capture.
3. Open Pages or Word template file on Behavior Tracker Pro and “save as” to create your own file.
4. Replace the existing content with your own step-by-step on how to use the app that you selected.
5. Add key screen shots to enhance the step-by-step process.
6. Be sure you indicate which version of the app you are using
7. Submit your Pages or Word file by email.
8. Submit your PDF file by email – footer to say “Contributed by Graduate Students from the Assistive Technology Program at Simmons College”

Total points possible for a Mobile Device Tutorial = 20 points. See rubric.

4. Apps Consideration Checklist & Case Study (21 points) Draft Friday March 28 (optional). Final Version Due on or before March 30 in email.

Read chapters 5, 6 and 7 in Apps for All Students: A Teacher’s Desktop Guide.

1. Select a student and draft pre-intervention learner profile consistent with Case Studies in either chapter 6 or 7.
2. Review apps that might be appropriate for this student while you are in class
3. Use the Apps Consideration Checklist – download from wiki – fill in Checklist Form
4. Trial app with student
5. Collect pre and post intervention data
6. Create final Case Study describing intervention consistent with Chapter 6 or 7
7. Submit final Case Study and Checklist documents via email

Total points possible for Apps Consideration Checklist and Case Study = 21 points.

5. Literacy Curriculum Project (12 points) Due Saturday March 29 in class

Clicker6 will be available during class hands-on session on Saturday March 29.

Students will work with guest speaker Patti Weismer to learn the tools and then demonstrate knowledge

through applied skills. Students will demonstrate competency in utilizing the authoring tools by designing and creating standards-based customized curriculum activities that are also aligned with the Stages framework. Each activity has a connection to the Frameworks, and targets a particular skill, while overall the student devises design and execution of the customized activity.

Activities will be graded on the following components:

3 points for creativity and efficiency in layout design, the technically accurate and functional use of the authoring tool (the activity is simple and it works)

3 points for developmental appropriateness for the learner (identify Stage and post to wiki)

3 points for correctly incorporating the targeted standards-based skill (site the specific Curriculum Standard or Framework) Curriculum Frameworks for Students with Disabilities as outlined at <http://www.doe.mass.edu/mcas/alt/resources.html>

3 points for a written project summary, a one-page description and rationale for the activity, including the information outlined above. Hand this in by email by **Saturday March 29**. Demonstrate the activity in class on **Saturday March 29**.

Upload and share your activity to the wiki designed to collect Clicker activities. (Be sure to join first!)

<http://stagesactivities.wikispaces.com/>

Total points possible for each authoring activity = 12 points. See points described above.

6. Software Review Table: (10 points) Due by the end of the class Sunday March 30

Each student is expected to participate in software exploration as guided by the lab librarians and instructor. Students will make a 3-column table in your favorite word processor in order to keep notes about at least 10 of the software programs you review in class. In one column put the title, in the second put your notes about the program and in the third, make a curriculum connection using either the DLM Claims or the MA Alt Assessment Curriculum Guides < www.mcas-alt.org/materials >

Your table with at least 10 informal software comments will be checked-off by Sunday February 10 and will be completed during class hands-on session. They are worth 1 point each, which can total to a possible 10 points.

Total points possible for Software Review Table = 10 points. Checked off in class.

7. Final Project – Mock Assistive Technology Evaluation Report (20 points)

After the third session of class, participants are required to begin to prepare a case study in which a student who requires alternate assessment is profiled, assessment strategies are designed, and software and apps as well as adaptive device recommendations are made using the report template. You will conduct a formal alternate assessment in one specific skill area using any DESE approved method for collecting primary evidence. HINT – Combine this with your apps intervention!

Draft due Friday March 28: Students will write a draft of an Assistive Technology Evaluation Report for a learner with special needs whose IEP objectives fall within the need for Alt Assessment. The profile should include a description of the learner in one skill area (diagnosis, developmental level and IEP information). Using the DESE Alternate Assessment Curriculum Guides, identify curriculum frameworks being addressed, identify needs and capture a minimum of 3 data points in one skill area as

baseline data to benchmark learner. **Email this draft file before our second weekend (optional)**

Bring your baseline data points graphed on one of the DESE graphing forms that you find online. Or create a graph that could serve for your Apps Case Study as well.

Continuing the draft for your Final Project: Based on data collected, you will write a Summary Report that will identify learner (S, E, T of the SETT Framework) **[5 points]**, and then select appropriate practice software programs and apps **[5 points]** and assistive devices **[5 points]** for use with the learner. Include a rationale statement that includes software and device features, content etc. and suggest an outcome (i.e., how would the user find success with this software and describe connections to curriculum). Submit progress graphs for at least 2 data points beyond baseline **[5 points]**. Finally, submit all of this in a draft Assistive Technology Evaluation Report following the template offered on the class wiki.

Each student should submit the final case study on or before **Friday, April 4. Please email the project to Madalaine Pugliese at pugliese@simmons.edu.** Grades for this project will be sent to you via email.

Total points possible for Final Evaluation Report = 20 points

Total Point Value of All Assignments

1. Preliminary Assignment Discussions = 10 points
2. Mobile device apps recommendations – 7 points
3. Mobile device app tutorial – 20 points
4. Apps Consideration Checklist and Case Study = 21 points
5. Literacy or Other Curriculum Clicker 6 Authoring Project = 12 points
6. Software Review Table = 10 points
7. Final Case Study – Assistive Tech Evaluation Report = 20 points

Grading of Written Products:

Grading reflects specific content and standard conventions of communication and composition. A rubric will be used to score all written assignments.

Grading scale

A	94 – 100	C	74 - 76
A-	90 – 93	C-	70 – 73
B+	87 – 89	D+	67 – 69
B	84 – 86	D	64 – 66
B -	80 – 83	D-	60 – 63
C+	77 – 79	F	below 60

Policies of the Education Department, Simmons College:

1. This course is fast-paced and failure to keep up with the readings, assignments, and lack of participation and *less than perfect attendance will prove difficult, if not impossible, to recover from.* We, the members of the Education Department, believe strongly in the contributions and participation of students during class meeting times, and therefore require attendance at all class sessions. We realize that there may be times when, due to extenuating circumstances, attendance

may not be possible. We also recognize that as adult learners, you are the best judge as to whether a situation warrants your absence from class; therefore instructors will neither grant nor deny any excused or unexcused absences. Requests for excused absences must be submitted in writing to the Program Director and the Chair of the Department for individual review within one week of the absence. *For every hour of class missed (or portion thereof), the student's grade will be reflected by a 2 point, per hour, reduction from the final grade.*

2. Assessment of participation may seem subjective, but as the educator I maintain heightened awareness of the active and passive forms of participation that each of you take in this course. Your participation, by volunteering and speaking out with questions/answers and active participation in online and classroom discussions are observable evidence of the active role. Roles such as note-taking or thoughtful reflection may be indicators of passive participation on your part, but are more difficult to assess and document by the instructor. Participation, in any form, will be taken into account when determining the final grade. *Excellent attendance and active participation with enthusiasm and constructive tone will, most likely, serve favorably in the instructor's determination of this element of class responsibility.*
3. If you happen to miss any part class, it is your responsibility to contact a class member so that you will be aware if there has been any change in the class schedule or a change in the assignments, and for course content.
4. Please refrain from using your cell phone and email during class.
5. All written products must be word-processed.
6. Grammatical/spelling errors result in grade point deductions for written products.
7. Assignments are due on time on the dates indicated. Projects will not be accepted after the due date without consequence. For each day that any paper is late, 1/3 of a grade will be deducted. For example, an A paper would become an A- if one day late, a B+ if two days late, etc.

Student Need:

Reasonable accommodations will be provided for students with documented physical, sensory, systemic, cognitive, learning and psychiatric disabilities. If you have a disability and anticipate that you will need a reasonable accommodation in this class, it is important early in the semester that you contact *Disability Services*. (617) 521-2473. Students with disabilities are also encouraged to contact the instructor immediately to discuss their individual needs for accommodations. Accommodations cannot be made except through the Academic Support Center.

Plagiarism:

As stated by Use of Secondary Sources and Collaborative Learning in Papers at Simmons College by Lowry Pei and Tom Hurley, plagiarism is considered an extremely serious offense. The following are some examples of plagiarizing work:

1. A paper copies, literally, or with slight alterations, from another author's work
2. A paper containing many phrases or sentences lifted from some other source(s), without any attempt at attribution, which are glued together with phrases and sentences of the student's own, writing.
3. The student claims authorship of another person's idea by changing the way that they phrased it.
4. One paper submitted for two separate courses without the authorization to do so.

SPND 453 SCHEDULE and ASSIGNMENTS

Friday #1: Introduction to Alternate Assessment: History and Current Initiatives

5:00 – 6:00	Introductions and Course Overview
6:00 – 7:00	Overview Discussion - Alternative Assessment: National and Local Models (See Preliminary Assignments on syllabus and on class wiki)
7:00 – 7:30	Dinner Break
7:30 – 8:30	Groups “10 Ten” Lists Developed
8:30 – 9:30	Whole Group Sharing – Summarize Collective “Top 10” themes
All Preliminary Assignments	1. Alternate Assessment Mandates and Tools; 2. Backwards Instructional Design and 3) Deb Hand’s Preliminary Assignments (see wiki)

Saturday #1: - Assessment Informed Backwards Design for Relevant and Meaningful Curriculum

8:30 – 10:00	Overview Discussion – Backwards Instructional Design and Common Core for Learners with Intensive Special Needs
10:00 – 12:00	Groups “Top Ten” and While Group Summarize Collective “Top 10”
12:00 – 12:30	Lunch Break
12:30 – 2:30	<i>Authentic Assessment Meets Portfolios!</i> Guest speaker Debra Hand, DESE, MCAS-Alt Program Specialist IMPORTANT! - In preparation for this speaker please do the preliminary assignment as described on the class wiki.
2:30 – 4:30	Start group iPad apps projects
Assignments	Preliminary Class Assignments Deb Hand’s preliminary assignment on the class wiki

Sunday #1 – iPads for Cognitive and Language Development Curriculum

Specific Apps Intensive Study Groups and Class Presentations

Accessible Apps Curriculum Library Marathon

8:30 – 12:00	Apps Teams Collaborations and Presentations
Ongoing	Lunch Break
12:00 – 4:30	Mobile Device Apps Marathon Finding and reviewing accessible curriculum apps

In class Assignments	1) Mobile device apps recommendations project 2) Apps tutorial project 3) Apps consideration checklist and Case Study draft
Readings	Ault, Melinda J. and Bausch, Margaret (Eds). <u>Apps for All Students: A Teacher's Desktop Guide</u> . Reston, VA: Technology and Media Division of the Council for Exceptional Children, 2012.

Friday #2: - Contact Hours Eliminated – See Preliminary Online Assignments

Saturday #2: Implementation Strategies and Best Practice Models

Making Literacy Meaningful for Everyone in Inclusive Elementary Classrooms

Literacy Curriculum Project Design

8:30 – 10:30	<i>A Conversation Based on Patti's Presentations & Preliminary Assignments:</i> Making Literacy Meaningful for Everyone in <i>Inclusive Elementary Classrooms</i> Guest Speaker– Patti Weismer, Special Education, Wellesley Schools
11:30 – 12:00	Lunch Break
12:00 – 4:30	Clicker 6 Curriculum Project Design (Hands-on)
	Hands-on lab Create appropriate curriculum activities for your learner in Clicker6 See syllabus for project guidelines
Prepare in advance 3 Preliminary Assignments	1. Read <u>Integrating Technology Into Instruction: What's Working in Inclusive Classrooms</u> , Chapter 2, <i>Making Literacy Meaningful for Everyone in Inclusive Elementary Classrooms</i> . 2. Study Patti Weismer's Presentations and Videos 3. Patti Weismer's Preliminary Assignments (see wiki) Be sure you know Clicker6 and are registered for Learning Grids

Before leaving on Saturday please sign up for a software team for Sunday.

Sunday #2: Accessible Software and Online Curriculum Options

Specific Software Intensive Study Groups and Class Presentations

Accessible Software Curriculum Library Marathon

Curriculum Software Review Projects and Complete Draft Projects

8:30 – 12:00	Software Teams Collaborations and Presentations
Ongoing	Lunch Break
12:00 – 4:30	Ongoing accessible curriculum software marathon Work with Mads on your draft Assistive Technology Evaluation Report and Apps Case Study (final version)
In class Assignments	1. Software Review Table assignment for already reviewed programs 2. Apps consideration checklist and Case Study Final 3. Final Assessment draft
Assignment	Bring files of drafts for these 2 assignments: 1. Apps Consideration Checklist and Case Study; and 2. Final Assessment.